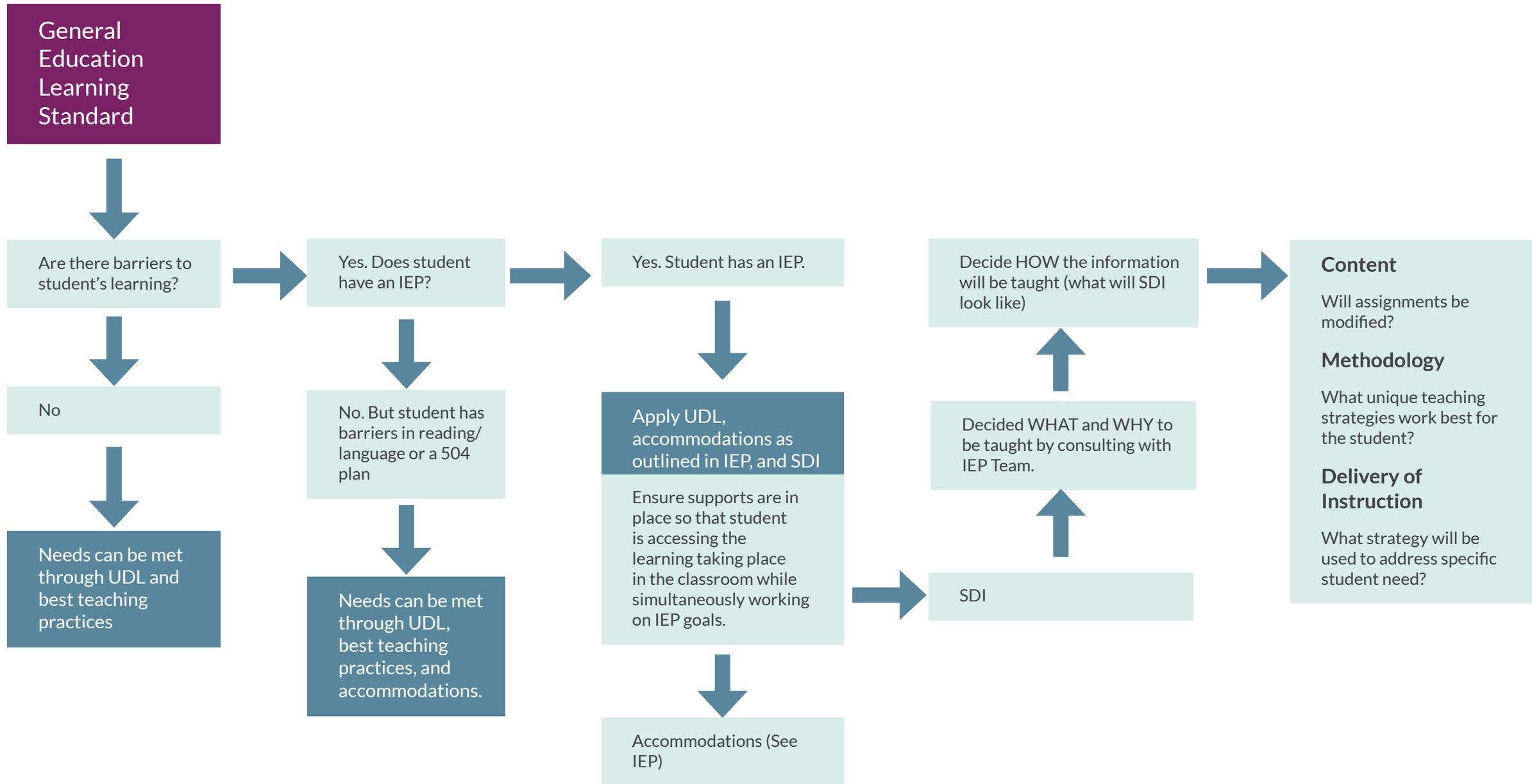


# UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

Alisha Poling & Katie Novak

# Supports/Services Flowchart



# Continuum of Supports/Services for Students

Universal Supports for All Students	Additional Accommodations (usually require 504 plan or IEP, but not in all states - check your state guidelines)	SDI (can be provided via push-in by interventionist, EL, or SPED or by the gen ed teacher)	Data Collection Methods (to measure AYP, drive instruction, and allow students to demonstrate what they know)
<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Visual aids</li> <li>• Sentence starters</li> <li>• Text-to-speech/audiobooks (for assignments)</li> <li>• Graphic organizers</li> <li>• Variety of pens/pencils (color, size, tactile feedback, etc)</li> <li>• Adaptive pen/pencils</li> <li>• Adaptive paper (raised line, highlighted lines, etc).</li> <li>• Slant board</li> <li>• Personal dry erase marker</li> <li>• Non-slip writing surface</li> <li>• Pre-written words/sentences/phrases</li> <li>• Writing templates, notes, outlines</li> <li>• Pocket dictionary/thesaurus</li> <li>• Word wall, word books, word cards</li> <li>• Sentence starters</li> <li>• Story starters</li> <li>• Framed paragraphs</li> <li>• Change size of text</li> <li>• Change spacing, text color, background/contrast</li> <li>• Picture symbols with text</li> <li>• Book holders</li> <li>• Predictable books</li> <li>• Color overlays</li> <li>• Tracking strategies (reading window, bar magnifier)</li> <li>• Number lines</li> <li>• Manipulatives</li> </ul> <ul style="list-style-type: none"> <li>• Abacus</li> <li>• Multiplication table (for assignments)</li> <li>• Math facts charts</li> <li>• Worksheets with enlarged spaces for responses</li> <li>• Modified paper (grid paper, raised lines, bold lines)</li> <li>• Chunking directions</li> <li>• Visual cues</li> <li>• Highlighted text</li> <li>• Checklists</li> <li>• Recording devices (both audio and video)</li> <li>• Pre-recorded videos</li> <li>• Speech generating device (for assignments)</li> <li>• Communication board</li> <li>• Communication books</li> <li>• Core board</li> <li>• Timers</li> <li>• Digital documents</li> <li>• Note-taking devices</li> </ul> <p><b>Social/Behavioral</b></p> <ul style="list-style-type: none"> <li>• Elimination of extraneous noise (air vents, etc.)</li> <li>• Visual schedules</li> <li>• Color coding</li> <li>• Systems for organization (binders with dividers, pocket folders)</li> <li>• Checklists</li> <li>• Wiggle seats</li> <li>• Therabands</li> <li>• Access to break space</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator (for tests)</li> <li>• Scribe</li> <li>• Multiplication table (for tests)</li> <li>• “Key words” notecard (for math problem solving)</li> <li>• Text-to-speech/audiobooks (for test)</li> <li>• Speech-to-text (for tests)</li> <li>• Speech generating device</li> <li>• Personal visual schedule</li> <li>• Customized checklists</li> <li>• Personal electronic device (computer, smart phone, apps, tablets)</li> <li>• Communication system (such as PECS)</li> <li>• Note-taking devices (Braille writer)</li> <li>• Specialized software for word prediction, text reading, text enlargement, communication, Braille translation)</li> <li>• Personal amplification system</li> <li>• Specialized flexible seating options</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction (using district approved curriculum) during centers/group time to target deficits</li> <li>• Scaffold work for individual students and provide explicit instruction and/or step-by-step instructions on how to complete work (in reading, writing, and math)</li> <li>• Re-teach subject matter using a different methodology</li> <li>• For reading tests: pull kids into small group and scaffold questions for students based on their needs</li> <li>• Provide direct (additional) teaching to help student organize their thoughts/ideas/responses based on their IEP goals</li> <li>• Provide direct instruction on how to decode words (using a district approved curriculum) based on IEP goals</li> <li>• Use of district approved computer programs that have adaptive learning capabilities</li> <li>• Modifying content and providing materials based on IEP goals</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Video recordings</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Written work</li> <li>• Printed work</li> <li>• Data sheets</li> <li>• Audio recordings</li> </ul>

# UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

## Reading

 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)	
Adapting Content			Adapting Methodology	Adapting Instruction	
Independently reading text and/or answering comprehension questions	<ul style="list-style-type: none"> <li>• Additional support needed to access text</li> <li>• Limited amount of leveled/adapted materials</li> <li>• Lack of scaffolds to aid with comprehension</li> <li>• Additional time/instruction needed to improve reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible seating</li> <li>• Change spacing, text color, background/contrast</li> <li>• Offer tracking strategies (reading window, bar magnifier, book holder)</li> <li>• Use of visual aids, gestures, graphic organizers to understand connections between events/information</li> <li>• Predictable texts</li> <li>• Text read aloud via peer model</li> <li>• Text read aloud by teacher</li> <li>• Text read aloud by using text-to-speech embedded support tool*</li> <li>• Text read aloud by using specialized apps*</li> <li>• Picture symbols with text*</li> </ul>	<ul style="list-style-type: none"> <li>• Modified books/reading materials</li> <li>• Modifying tests (changing the learning target/standard)</li> </ul>	<p><b>Auditory Learning</b></p> <ul style="list-style-type: none"> <li>• Read-spell-read</li> <li>• Choral reading</li> <li>• Listening to text read aloud and following along with finger</li> </ul> <p><b>Visual Learning</b></p> <ul style="list-style-type: none"> <li>• Highlighting text as it's being read</li> <li>• Visual aids/models for key terms</li> <li>• Graphic organizers/scaffolds for answering comprehension questions and/or improving word attack skills</li> </ul> <p><b>Kinesthetic Learning</b></p> <ul style="list-style-type: none"> <li>• Dancing while reading/decoding</li> <li>• Counting syllables using manipulatives</li> <li>• Using arm strategy or other physical prompt to blend/segment words</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded Instruction:</li> <li>• Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point)</li> </ul> <p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>• Pull small group during independent work time/centers and re-teach decoding skills using district approved curriculum for at least 20 minutes to target deficits</li> <li>• Work with individual students who need additional support decoding grade level words</li> <li>• Provide 10-15 minutes explicit instruction on how to decode multisyllabic words</li> <li>• During independent work time/centers using a district approved, adaptive reading (computer) program</li> </ul> <p><b>Fluency Assessments (Timed)</b></p> <ul style="list-style-type: none"> <li>• Remove time constraint</li> <li>• Mask material to prevent distractions</li> <li>• Additional visual/verbal prompting</li> </ul> <p><b>Standard/Traditional Comprehension Assessments (paper/pencil tests)</b></p> <ul style="list-style-type: none"> <li>• Sentence starters</li> <li>• Framed paragraphs</li> <li>• Student notecard with key terms</li> <li>• Eliminate choices</li> <li>• Additional visual/verbal prompts</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Allow students to draw a picture of the story or create an artwork depicting major components of the text</li> <li>• Create video of students retelling events/describing key details of text</li> <li>• Audio recording of students answering comprehension questions and/or explaining key ideas of text</li> </ul>

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 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
Adapting Content			Adapting Methodology	Adapting Instruction		
Introducing Vocabulary Words	<ul style="list-style-type: none"> <li>• Additional support needed to access text</li> <li>• Limited texts/ways to present new vocabulary</li> <li>• Lack of opportunities to model correct pronunciation/articulation</li> <li>• Vocabulary terms only presented in English (missed opportunity to activate prior knowledge in native language)</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible seating</li> <li>• Change spacing, text color, background/contrast</li> <li>• Offer tracking strategies (reading window, bar magnifier, book holder)</li> <li>• Use of visual aids, gestures, graphic organizers to understand connections between words and their meanings</li> <li>• Use of chunking information and/or mnemonic devices to aid with comprehension/retention</li> <li>• Completing vocabulary activities with peer model</li> <li>• Interactive (digital) vocabulary cards</li> <li>• Words read/communicated by using specialized apps*</li> <li>• Picture symbols with text (communication boards)*</li> <li>• Where possible, use synonyms that provide other word options.</li> </ul>	<ul style="list-style-type: none"> <li>• Modified books/reading materials</li> <li>• Modifying tests (changing the learning target/standard)</li> <li>• Modifying vocabulary words (learning easier concepts)</li> </ul>	<p><b>Auditory Learning</b></p> <ul style="list-style-type: none"> <li>• Read-spell-read</li> <li>• Choral reading</li> <li>• Listening to text read aloud and following along with finger</li> <li>• Songs to remember new words/terms</li> </ul> <p><b>Visual Learning</b></p> <ul style="list-style-type: none"> <li>• Highlighting text as it's being read</li> <li>• Multiple visuals depicting various word meanings</li> <li>• Graphic organizers/scaffolds for acquiring new language</li> <li>• Combining pictures with text</li> </ul> <p><b>Kinesthetic Learning</b></p> <ul style="list-style-type: none"> <li>• Dancing while reading/decoding</li> <li>• Drawing pictures of words</li> <li>• Using gestures to learn new words/concepts</li> </ul>	<p><b>Embedded Instruction</b></p> <ul style="list-style-type: none"> <li>• Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point)</li> </ul> <p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>• Pull small group during independent work time/centers and re-teach vocabulary using district approved curriculum</li> <li>• Work with individual students who need additional support learning new terms</li> <li>• Using a district approved, adaptive computer program to target language/reading deficits</li> </ul>	<p><b>Standard/Traditional Vocabulary Test (worksheet or other written test)</b></p> <ul style="list-style-type: none"> <li>• Fill in the blank</li> <li>• Word banks</li> <li>• Graphic organizer</li> <li>• Eliminate choices</li> <li>• Additional visual/verbal prompts</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Allow students to draw a picture/make a model that demonstrates comprehension of word</li> <li>• Create video of student describing word meaning/acting out word meaning</li> <li>• Audio recording of student completing worksheet or describing word meanings</li> </ul>

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# Writing

 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)			
			Adapting Content	Adapting Methodology	Adapting Instruction		
Writing (Producing Content)	<ul style="list-style-type: none"> <li>• Additional spelling/grammar support needed</li> <li>• Additional visual support needed to aid in comprehension, generate ideas, and organize information</li> <li>• Limited ways to gather information for research</li> <li>• Lack of student examples as guides/models</li> <li>• Additional time/instruction needed to teach grammar, sentence building, generating ideas, organizing sentences, etc.</li> <li>• Limited choices on how to product artifact/content</li> <li>• Only allowing students to hand write information</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible seating</li> <li>• Sentence starters</li> <li>• Framed paragraph</li> <li>• Graphic organizers/flow charts</li> <li>• Note cards</li> <li>• Checklists</li> <li>• Visual models/examples</li> <li>• Spellcheck/dictionary</li> <li>• Adaptive paper/pencils*</li> <li>• Word prediction software*</li> <li>• Speech-to-text*</li> <li>• Scribe*</li> </ul>	<ul style="list-style-type: none"> <li>• Modified writing assignment (shortened, simplified assignment)</li> <li>• Modified grading rubric</li> </ul>	<b>Auditory Learning</b> <ul style="list-style-type: none"> <li>• Pneumonic devices/songs for spelling/grammar rules</li> <li>• Speaking the content prior to writing it</li> <li>• Student reads work aloud while editing</li> </ul> <b>Visual Learning</b> <ul style="list-style-type: none"> <li>• Drawing pictures prior to writing</li> <li>• Completing graphic organizers</li> <li>• Looking at pictures for context during writing process</li> <li>• Think-draw-write</li> <li>• Aligning tasks to a visual model (OREO, hamburger paragraph writing, RAPP)</li> </ul> <b>Kinesthetic Learning</b> <ul style="list-style-type: none"> <li>• Dancing/walking/moving during the writing process</li> </ul>	<b>Embedded Instruction</b> <ul style="list-style-type: none"> <li>• Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and “thinking out loud” (metacognition).</li> </ul> <b>Explicit Instruction</b> <ul style="list-style-type: none"> <li>• Pull small group during independent work time/centers and re-teach grammar/spelling/writing skills</li> <li>• Work with individual students who need additional support with writing</li> <li>• Use a district approved computer program to provide word prediction/speech-to-text/editing software</li> </ul>	<b>Standard/Traditional Writing Assessments</b> <ul style="list-style-type: none"> <li>• Students complete writing assignment using UDL tools, accommodations, and/or modifications.</li> </ul> <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Allow students to use a word bank to create sentences</li> <li>• Allow students to organize pre-written sentences in order to build a paragraph</li> <li>• Allow students to draw a picture/make artwork and orally explain how it meets the learning target</li> <li>• Create video of student acting out “writing” content and explaining how they’ve met the learning target</li> <li>• Audio recording of student explaining their thinking (writing) and explaining how it meets the learning target</li> <li>• Allow students to use a communication device to “speak” what they want to write</li> <li>• Allow students to use a scribe to communicate their thoughts</li> </ul>	

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Adapting Content			Adapting Methodology	Adapting Instruction		
Writing (Handwriting)	<ul style="list-style-type: none"> <li>Limited choice of tools to develop fine motor skills</li> <li>Lack of preferred writing tools (ie. variety) to motivate and encourage participation</li> <li>Lack of student examples as guides/models</li> <li>Only certain types of paper deemed "acceptable" for assignments (adaptive paper not provided)</li> <li>Few visual aids or opportunities to model skills</li> <li>Additional spelling/grammar support needed</li> </ul>	<ul style="list-style-type: none"> <li>Flexible seating</li> <li>Checklists</li> <li>Slant board</li> <li>Highlighting/tracing guides</li> <li>Visual models</li> <li>Variety of writing utensils</li> <li>Pencil grips</li> <li>Graphic organizers</li> <li>Adaptive paper/pencils*</li> </ul>	<ul style="list-style-type: none"> <li>Modified writing assignment (shortened, simplified assignment)</li> <li>Modified grading rubric</li> </ul>	<p><b>Auditory Learning</b></p> <ul style="list-style-type: none"> <li>Pneumonic devices/songs for spelling/grammar rules</li> <li>Speaking the content prior to writing it</li> <li>Student reads work aloud while editing</li> </ul> <p><b>Visual Learning</b></p> <ul style="list-style-type: none"> <li>Drawing pictures prior to writing</li> <li>Completing graphic organizers</li> <li>Looking at pictures for context during writing process</li> <li>Think-draw-write</li> <li>Aligning tasks to a visual model (OREO, hamburger paragraph writing, RAPP)</li> </ul> <p><b>Kinesthetic Learning</b></p> <ul style="list-style-type: none"> <li>Dancing/walking/moving during the writing process</li> </ul>	<p><b>Embedded Instruction</b></p> <ul style="list-style-type: none"> <li>Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and "thinking out loud" (metacognition).</li> </ul> <p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>Pull small group during independent work time/centers and re-teach grammar/spelling/writing skills</li> <li>Work with individual students who need additional support with writing</li> <li>Use a district approved computer program to provide word prediction/speech-to-text/editing software</li> </ul>	<p><b>Standard/Traditional Writing Assessments</b></p> <ul style="list-style-type: none"> <li>Students complete writing assignment using UDL tools, accommodations, and/or modifications.</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Allow students to use a word bank to create sentences</li> <li>Allow students to organize pre-written sentences in order to build a paragraph</li> <li>Allow students to draw a picture/make artwork and orally explain how it meets the learning target</li> <li>Create video of student acting out "writing" content and explaining how they've met the learning target</li> <li>Audio recording of student explaining their thinking (writing) and explaining how it meets the learning target</li> <li>Allow students to use a communication device to "speak" what they want to write</li> <li>Allow students to use a scribe to communicate their thoughts</li> </ul>

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Adapting Content			Adapting Methodology	Adapting Instruction
Math Calculation	<ul style="list-style-type: none"> <li>Limited amount of notes/supports to promote independence rather than success</li> <li>Expectation that getting the answer right the first time is the goal thereby limiting opportunities to learn via self-corrections</li> <li>Additional time/instruction needed to activate prior knowledge and increase prerequisite skills</li> <li>Math vocabulary/academic knowledge presented in a way that is difficult for some students to understand</li> <li>Expectation that algorithms be memorized</li> </ul>	<ul style="list-style-type: none"> <li>Flexible seating</li> <li>Hundreds chart</li> <li>Multiplication chart</li> <li>Graphic organizers/flow charts</li> <li>Checklists</li> <li>Manipulatives</li> <li>Abacus</li> <li>Visual models/examples</li> <li>Number line</li> <li>TouchMath</li> <li>Access to notes/math journal</li> <li>Access to math tools</li> <li>Guided help (multiple edits)</li> <li>Grid paper to help with alignment</li> <li>Adaptive paper/pencils*</li> </ul>	<ul style="list-style-type: none"> <li>Modified/shortened assignments</li> <li>Modifying tests (changing the learning target/standard)</li> </ul>	<ul style="list-style-type: none"> <li><b>Auditory Learning</b> <ul style="list-style-type: none"> <li>Reading problem out loud</li> <li>Talking about how to solve the problem while solving it (thinking about your thinking)</li> <li>Singing songs to remember steps in calculation</li> </ul> </li> <li><b>Visual Learning</b> <ul style="list-style-type: none"> <li>Highlighting numbers/signs</li> <li>Visual aids/models for key terms</li> <li>Graphic organizers/scaffolds/flow charts to aid in operations</li> <li>Drawing pictures to solve problems</li> </ul> </li> <li><b>Kinesthetic Learning</b> <ul style="list-style-type: none"> <li>Using manipulatives to do math</li> <li>Walking/standing while doing calculations</li> </ul> </li> </ul>
				<ul style="list-style-type: none"> <li><b>Embedded Instruction</b> <ul style="list-style-type: none"> <li>Look for naturally occurring opportunities to target specific math calculation skills (create access points)</li> </ul> </li> <li><b>Explicit Instruction</b> <ul style="list-style-type: none"> <li>Use strategy-based calculations to find solutions in lieu of the US Standard Algorithm (i.e. non-traditional algorithm for division, using place value method)</li> <li>Pull small group during independent work time/centers and re-teach math calculation skills using district approved curriculum</li> <li>Work with individual students who need additional support completing math calculations</li> <li>Provide 10-15 minutes explicit instruction on how to complete math calculation skills during independent work time/centers using a district approved, adaptive math (computer) program</li> </ul> </li> </ul>
				<ul style="list-style-type: none"> <li><b>Standard/Traditional Math Assessments</b> <ul style="list-style-type: none"> <li>Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications.</li> </ul> </li> <li><b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Allow students to draw a picture/make artwork and orally explain how it meets the learning target</li> <li>Create video of student solving math problems and explaining their thinking (metacognition) and explaining how it meets the learning target</li> <li>Audio recording of student solving math problems and explaining their thinking and explaining how it meets the learning target</li> <li>Allow students to use a communication device to “speak” what their answers</li> <li>Allow students to use a scribe to communicate their answers</li> </ul> </li> </ul>

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			Adapting Content	Adapting Methodology	Adapting Instruction	
Math Problem Solving	<ul style="list-style-type: none"> <li>Vocabulary/academic language is too difficult to understand</li> <li>Too few problems modeled</li> <li>Lesson taught 1 way (per described in gen ed teacher manual)</li> <li>Expectation that algorithms be memorized</li> <li>Expectation that there is only 1 right way to solve a problem</li> <li>Additional support needed to access text</li> <li>Not enough scaffolded instruction (or supports in place)</li> <li>Tools withheld due to not wanting to provide a “crutch”</li> <li>Limited ways to experience word problems (information only presented verbally or visually)</li> </ul>	<ul style="list-style-type: none"> <li>Flexible seating</li> <li>Hundreds chart</li> <li>Multiplication chart</li> <li>Graphic organizers/flow charts</li> <li>Checklists</li> <li>Manipulatives</li> <li>Abacus</li> <li>Visual models/examples</li> <li>Number line</li> <li>TouchMath</li> <li>Access to notes/math journal</li> <li>Access to math tools</li> <li>Guided help (multiple edits)</li> <li>Grid paper to help with alignment</li> <li>Adaptive paper/pencils*</li> </ul>	<ul style="list-style-type: none"> <li>Modified/shortened assignments</li> <li>Modifying tests (changing the learning target/standard)</li> </ul>	<p><b>Auditory Learning</b></p> <ul style="list-style-type: none"> <li>Reading problem out loud</li> <li>Talking about how to solve the problem while solving it (thinking about your thinking)</li> <li>Singing songs to remember steps in calculation</li> </ul> <p><b>Visual Learning</b></p> <ul style="list-style-type: none"> <li>Highlighting numbers/signs</li> <li>Visual aids/models for key terms</li> <li>Graphic organizers/scaffolds/flow charts to aid in operations</li> <li>Drawing pictures to solve problems</li> </ul> <p><b>Kinesthetic Learning</b></p> <ul style="list-style-type: none"> <li>Using manipulatives to do math</li> <li>Walking/standing while doing calculations</li> </ul>	<p><b>Embedded Instruction</b></p> <ul style="list-style-type: none"> <li>Look for naturally occurring opportunities to target specific math calculation/problem solving skills (create access points)</li> </ul> <p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>Use strategy-based calculations to find solutions in lieu of the US Standard Algorithm (i.e. non-traditional algorithm for division, using place value method)</li> <li>Pull small group during independent work time/centers and re-teach math problem solving skills using district approved curriculum</li> <li>Work with individual students who need additional support completing math calculations/problem solving skills</li> <li>Provide 10-15 minutes explicit instruction on how to complete math calculation/problem solving skills during independent work time/centers using a district approved, adaptive math (computer) program</li> </ul>	<p><b>Standard/Traditional Math Assessments</b></p> <ul style="list-style-type: none"> <li>Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications.</li> </ul> <p><b>Alternative Assessments</b></p> <p><u>Accommodation</u></p> <ul style="list-style-type: none"> <li>Allow students to draw a picture/make artwork and orally explain how it meets the learning target</li> <li>Allow students to use a communication device to “speak” what their answers</li> <li>Allow students to use a scribe to communicate their answers</li> </ul> <p><u>Modification</u></p> <ul style="list-style-type: none"> <li>Create video of student solving math problems and explaining their thinking (metacognition) and explaining how it meets the learning target</li> <li>Audio recording of student solving math problems and explaining their thinking and explaining how it meets the learning target</li> </ul>

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